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| **BHS_Black_logo_with_Shadow_on_white** | **Birdwood High School** |
| **Stage 2 English** |
| **Task: Responding to Texts: Film Analysis Essay (10%)** |
| **Teacher: Mr Djukic** – mak.djukic680@schools.sa.edu.auDRAFT Deadline (Email and Hard Copy): T1, Wk 8 Tuesday 4pmFINAL COPY: (1 week from return of marked draft) ~~Wk 10 |
| **Assignment**Students will write a 1000 word essay: they will discuss how effective a creator of a film is in persuading the viewer and influencing opinions around an idea (theme), through the use of filmic techniques.In their writing students will **analyse two or three uses of film techniques in the text**, particular **examples** within the text, and **comment on their effectiveness** in developing the main idea/theme/presenting these ideas.**Some options include the below, or negotiable:**1. How does Director Sean Penn of 2007 film ‘Into The Wild’ explore the idea of…

freedom and independence / isolation and loneliness / humans and nature / family / survival / truth…and how does this impact on the audience?1. How effectively does the Director of ‘Into The Wild’ communicate the idea of ‘x’?
2. Was Christopher selfish or noble? \*\*
3. Was he escaping society or his family? \*\*
4. Does he die as Christopher McCandless or Alexander Supertramp? \*\*

\*\*Discuss, basing your answer around the Director’s intent, the techniques used and how these impact/affect the audience. |
| **Assignment Conditions**1000 Word Essay or negotiable multimodal presentation – Oral task. |
| **Process**1. **View** the film ‘Into The Wild’ (2007, Dir. Sean Penn) in its entirety.
2. **Discuss** the film, your opinions around it, and what you think the ‘big ideas’ of the text are.
3. **View** and **take** **notes** on the PowerPoint presentation, making note of the themes present, and the filmic techniques used to communicate these ideas.
4. **Choose** a theme, perhaps altering it… (e.g. ‘Freedom > ‘Freedom is not being free’)
5. **Pick** which 2 or 3 techniques did the creator employ to communicate this idea?e.g. Mise en Scene (costume, lighting, setting); Cinematography (shots, angles, composition); Soundtrack (custom folk acoustic soundtrack by Eddie Vedder, lack of noise);
6. **View** the film again; looking for particular **evidence** that proves your point.*(e.g. My theme is ‘Freedom’ and the technique is cinematography – I’ll find two scenes to contrast, as I noticed there’s wide landscape shots in nature and closer-in shots in society – I think this has an effect on the viewer…)*
7. **Fill in** the A3 scaffolding sheet – this is the skeleton of your assignment; whether essay or oral task.It identifies techniques, evidence, and explanations of your argument.
8. **Craft a Question:** it must mention your chosen theme, techniques and whether this was effective.

*e.g. “How has the Director of ‘Into The Wild’ employed filmic techniques to develop the theme of XYZ and influence the audience?”**e.g. “How effective… To What Extent…”*1. **Write** the 2-3 Main Body paragraphs. TEEL paragraph structure is recommended (Topic Sentence, Explain The Paragraph’s Idea; Evidence analysed; Link to the next paragraph)
2. **Write** your Introduction.Consider providing a sentence or two of context/summary; preview the director’s intent; preview the techniques used; preview of to what degree they were successful in communicating the theme.
3. **Write** Conclusion.This tends to be your Topic Sentences re-wroded to flow, as well sa a final summary of your evaluation of how effective these techniques were. End on a strong/poetic note.
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**Performance Standards: ‘A’ Grade Criteria**

* KU1: Comprehensive knowledge and understanding of the ideas and perspectives in a range of texts.
	+ **Comprehend the themes**
* KU2: Thorough knowledge and understanding of the ways in which authors of texts use a range of language features, stylistic features, and conventions to make meaning.
	+ **Understand the use and effects of Stylistic features = genre and techniques**
	+ *Stylistic elements of film include;*
	- The Narrative, or Plot
	- Soundtack
	- Editing
	- Cinematography; angles, shots, composition.

 - Mise en Scene: lighting, costume, setting

 - Genre

 - Allusion to other texts / Intertextuality

 - Irony

* + **Explain how the Director makes meaning = communicate a point or message about the theme/consider: what is the point of the text? Why is it important?**
* An1: Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how they influence audiences.
	+ **The effect of language, style and convention on the audience**
* An2: Sophisticated analysis and evaluation of ways in which ideas, perspectives, and aspects of culture are represented in texts.
* **Analyse which techniques are used to portray/explore theme; their effectiveness in persuading an audience around the central idea.**
	+ Effectiveness:
	+ Did it fulfil its purpose?
	+ Did it convince the audience?
	+ Did it meet the requirments of the genre?
	+ Etc
* Ap2: Fluently incorporated use of evidence from texts to develop and support a response.
	+ **Integrated, appropriately punctuated quotations, captioned screenshots to illustrate a point.**

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| **Helpful Sites:** |  |
| WikiQuotesProvides quotes from the film. | [https://en.wikiquote.org/wiki/Into\_the\_Wild\_(film)](https://en.wikiquote.org/wiki/Into_the_Wild_%28film%29)  |
| IMDB: Into The Wild |  |
| Eddie Vedder’s Song Lyrics |  |

Performance Standards for Stage 2 English: Film Analysis Essay

KU1, KU2

An1, An2

Ap2

| - | Knowledge and Understanding | Analysis | Application |
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| A | Comprehensive knowledge and understanding of **ideas** and perspectives in a range of texts.Thorough knowledge and understanding of ways in which creators of texts use a range of language features, **stylistic features**, and conventions to make meaning. | Complex analysis of **ideas**, perspectives, and/or aspects of culture represented in texts.Perceptive analysis of language features, **stylistic features**, and conventions used in texts, and thoughtful evaluation of how these influence audiences. | Fluently integrated use of **evidence** from texts to develop and support a response. |
| B | Knowledge and understanding of ideas and perspectives in a range of texts.Knowledge and understanding of ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences. | Appropriate use of evidence from texts to develop and support a response. |
| C | Knowledge and understanding of some ideas and perspectives in texts.Knowledge and understanding of ways in which creators of texts use some language features, stylistic features, and conventions to make meaning. | Analysis of some ideas and perspectives represented in texts.Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences. | Selection of some evidence from texts to develop and support a response. |
| D | Knowledge and understanding of some ideas in a narrow range texts.Some knowledge and understanding of ways in which creators of texts use language features and conventions to make meaning. | Description of some ideas in texts.Description of some language features, stylistic features, and/or conventions. | Partial use of basic evidence from texts to develop a response. |
| E | Identification of an idea in a text.Identification of a limited range of ways in which creators of texts use language techniques. | Reference to an idea in a text.Recognition of language or stylistic features. | Limited use of evidence from a text in a response. |